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ABSTRACT

Thirty-six social studies projects -- 12 primary and 24 upper elementary -- are described by members of a graduate seminar in elementary social studies. Each project is described according to grade level, subject area, project title, and suggested time limit, which varies from one class period to one semester. These projects result from an oral survey of teachers' choices of the most interesting or meaningful projects they have devised and which they consider worth repeating. Credit is given to the initiating teachers. The following topics are explored: individual feelings, the family, mapping one's community, community helpers, early forms of transportation, food, a Thanksgiving celebration, animals, seasonal changes, people in other lands, local history (Wisconsin), map work, other states, time in relation to environment, newspapers, minority groups, economics, giving directions, city government, war and peace, and consumer economics. (JH)

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P A S S - W O R D

Projects Assimilating Social Studies-- With Oral Research Data

August 1974

University of Wisconsin-Oshkosh

(A Graduate Seminar Project Conducted
in the Summer Session 1974--
Course Numbered 13-726,
Social Studies in the Elementary School)

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INTRODUCTION

In the class 13-726, Social Studies in the Elementary School, during the Summer Session 1974 at the University of Wisconsin-Oshkosh, the class members decided to interview experienced teachers to find examples of social studies projects which these teachers considered to be of value and which these teachers felt were enjoyed by students. All the class members were also experienced teachers.

Each class member interviewed three to five experienced elementary teachers who teach social studies. The question which each teacher was asked was:

> If you were limited to doing only one social studies project next year, what project that you have done in the past would you do?
>
> or
>
> What is your most interesting or meaningful project that you do with children in social studies?

After completing the interviews, each class member chose one (1) primary project and two (2) upper elementary projects to explain in writing. The reason for choosing more upper elementary projects was that most members of the class were teaching upper elementary classes. (The class as a group edited and arranged the thirty-six (36) project descriptions which comprise the body of the report.)

At the end of the description of each project, credit is given to the teacher who was interviewed concerning the project. The idea of the project is the teacher's; the way it is explained is the class member's interpretation.

As one reads the descriptions of the projects, one is impressed with the creative, exciting, active experiences which many students are encountering in the elementary school classroom. Although each project has a grade designation, many of the projects could be adapted for other grade levels.

R.D.B.
9/1/74

Grade Level: Kindergarten
Subject Area: Social Studies--Moods, Feelings and Emotions
Project Title: "Me and Myself"
Suggested Time Limit: One-two weeks

The purpose of this project is to have kindergarten students recognize that they, as well as others, have feelings, different moods and emotions. Students learn about themselves and others through circle-type discussion sessions using, The Child's World Picture Set. The picture set contains a wide range of illustrated moods and emotions. Students are questioned like: How do you think the child in the picture feels? What might cause them to feel that way? Reasons for the kinds of feelings, moods and emotions are discussed.

After a number of moods or emotions have been identified, students:

(1) view themselves in a mirror, asking them to display specific moods or emotions.
(2) repeat verses that display feelings, moods, or emotions.
(3) identify emotions, moods, and different feelings shown in readings done by the teacher.
(4) sing songs like the "Smile Song".
(5) listen to songs and identify the kinds of feelings, moods and emotions illustrated.
(6) role-play and finger-play the content of songs.
(7) move to the moods of music in physical education activities.

This project is a lead-up to playing different roles of members of their own families and other students in the class.

Project Idea submitted by: Dorothy Sherburne
940 Gail Avenue
Neenah, Wisconsin 54956

Grade Level: Second
Subject Area: Family
Project Title: Family Institution
Suggested Time Limit: About three weeks

Major objective: The student will better be able to see himself and his role in the family.

Procedures:
1. The students will be assigned a family drawing to include themselves.
2. The students then go home and feel family members faces and categorize the shapes of their heads as squares, triangles, ovals or circles.
3. The students get in groups to discuss their findings from number two.
4. As a teacher-directed activity the teacher discusses with the group the role of the father, mother, sisters and brothers in the family.
5. The students play roles of family members in hypothetical situations. (e.g., one student plays the role of a child coming home with a note from the teacher while another student plays the role of his mother or father.)

6. A large group discussion follows--the main idea of it should help the student have more empathy for other family members.
7. Economics can be brought into another discussion. (e.g., the students could discuss why they can't always have everything they want such as a bicycle, etc.)
8. Family rules can be used as another discussion activity.

Summarizing or evaluative activity:

1. The students do a creative writing lesson with the topic being, "If I Were the Father of the Family", etc.

Project Idea submitted by: Bob Huston
1610A Marshall Street
Manitowoc, Wisconsin 54220

Grade Level: First
Subject Area: Home, School, and Community
Project Title: Map Project
Suggested Time Limit: Two-three weeks

This is a map project starting with a map of the classroom, proceeding to a map of the school, then county, state, United States, and the world.

The teacher begins by making a large tagboard outline map of the classroom. She cuts out objects representing desks, tables and chairs, piano, file and other classroom furniture. Both teacher and student then mount these items on the tagboard showing the room arrangement. The students then label their names on the correct desk.

Map 2 is a school map. Again the teacher provides the outline of the school, main road, and driveways. The student completes the map by placing in playground area, trees, nature trail, parking area for buses, flag pole and other significant features.

Map 3 is an outline of the county in which the school is located. The teacher provides the outline of the county with townships and main highways. The students add location of the community in which the school is located, location of the school, location of students' homes, location of areas where various products are produced, e.g., cherry picking, shipyards, fishing ponds, skiing slopes, snowmobile trails, etc.

Map 4 is a state map. The teacher provides the outline of the state and puts in the outline of counties. The students color in the county in which they live, add products of Wisconsin such as dairy products, etc., place a star for the capital at Madison. Other important features the teacher feels the class understands can be added.

Map 5 is a map of the United States. The teacher provides the outline. The students put in and color their state. The entire map can be shaded with another color. Other items of national importance can then be added such as Washington, D.C., Statue of Liberty, Hollywood, California, Disney Land and Disney World, cowboys, desert, mountains, giant sequoias, cars at Detroit, corn in Iowa, wheat in Kansas, etc.

Map 6 is a world map. The teacher provides the outline. Children add continent names. They color the United States with one color. This shows how small the United States is compared to the rest of the world. All water areas are colored blue and all land areas are colored green.

The culminating part of the project is the drawing of a blueprint of the student's own home. Mother and Dad are asked to draw the map of their home. The child is to make his map from his parents. They are to add the furniture for each room of the home.

Project Idea submitted by: Emajean Harmann
Route 1
Forestville, Wisconsin 54213

Grade Level: First
Subject Area: Geography
Project Title: Community Map Project
Suggested Time Limit: Two or three class periods

Make a large map of the school district with streets and roads labelled. Place on floor of a spacious area so children can walk on it and indicate the routes they would take when going from the school to their homes.

The children can then construct a small replica of their homes and place them in the proper locations.

The project can be repeated another time having the children show how they would proceed to go to the home of one of their friends who do not live in their immediate area, again indicating the route they would take.

Project Idea submitted by: Joanne Dreps
1508 Martin Avenue
Sheboygan, Wisconsin 53081

Grade Level: First
Subject Area: Community
Project Title: Community Helpers
Suggested Time Limit: Four weeks

Teacher introduced the community unit to the children so they would develop an awareness of people in a community, interdependence of these people, the children's responsibilities and the interaction of all humans in the community.

Each child wrote a simple 5-6 line paper about themselves and their family. Teacher provided 8 1/2 X 11 sheets with outline pictures of policeman, doctor, nurse, teacher, mailman, truck driver, fire department, etc. Sheets were colored by children and a booklet was assembled at the end of the 4 week period. Attractive covers titled "Community Helpers" was a project during an art period.

The children and as many community helpers were brought face-to-face and interacted:
1. local fire station was visited
2. local policeman came into classroom
3. school nurse came into classroom

A question, answer, and discussion period followed.

A community with homes, streets, park, churches, fire station and various other buildings was set up on a large table by the children. The 1/2 pint milk cartons were washed after children drank their milk, and were ideal to make the buildings. Colorful roof tops and homes, lamp posts, etc., were made during an art period.

Books from the library were read to the children by the teacher. Walks were taken by the class in different directions from the school and resulted in interacting, pointing out, observing their community. Many questions were raised by the children.

The children developed an awareness of their community by participating (seeing, hearing, feeling) in real life situations.

Project Idea submitted by: Mrs. Sue Van Eeckhout
615 West 5th
Appleton, Wisconsin 54911

Grade Level: Second
Subject Area: History
Project Title: Pantomimes on the Hazards of Early Transportation
Suggested Time Limit: One or two days

The actual pantomiming would come after the unit on early transportation had been thoroughly looked into. So the pantomiming is really a review project or activity to the unit.

As the word pantomime suggests, the activity is done without any talking. It is a dramatic presentation done entirely with gestures, whether they be with the hands or the face or just body movements. The students involved in the presentation are to act out a hazard that may have occurred with their early means of transportation. It could be with the horse and buggy, or maybe a stagecoach, or the early automobiles with the crank starters. Some students act the situation out, while others watch and wait until the actors are through. Then it's their turn to guess what situation the actors were pantomiming.

The staging can be done very simply, or if you wish, you certainly could elaborate and dress up the pantomimes if you wanted the activity to last longer. Very simply, the staging could be a table for the car, or buggy, with chairs on top for the seats. If it was a horse and buggy, you could even put a couple of chairs in front for some students to be the horses. If you wanted to elaborate to make it last longer, you could make a buggy or older car maybe out of cardboard. You might also try to dress up in the costumes of the times.

I think the activity is a good one for a couple of reasons besides the social studies value of showing the children about what early transportation was like.

First, it's a good dramatic exercise for the children. Secondly, it can be a simple way to get children used to the idea of getting together in groups or committees and working together with one another.

Project Idea submitted by: Mrs. Verna Witt
457 West 7th Avenue
Oshkosh, Wisconsin 54901

Grade Level: Third
Subject Area: Social Studies
Project Title: Where Does Our Food Come From?
Suggested Time Limit: Five days

Teacher initiated interest and discussion about our basic food groups by introducing colorful pictures of protein, carbohydrates, and fats. A bulletin board was started and children brought in pictures and placed them under proper foods which provide good nutrition for our bodies.

Teacher and students walked to a vegetable garden in the city where carrots, beets, potatoes, cabbage, squash, pumpkins, and sweet potatoes were planted. Vegetables were taken from the ground by children and some of each taken back to the classroom. Reference books and slides from the Instructional Center about foods were discussed by the children.

The class visited a dairy farm and observed milking. Cream was purchased to bring into the classroom for making butter. The fact that we get butter from cream was a real surprise to some of the city children. Butter was made in the classroom. A large bowl, beater, salt, and crackers were brought to the classroom. All of the children had a turn at beating the cream. After the butter was made and salted the children ate it on crackers. This simple process of making butter delighted the children. Future plans were made to make ice cream in the classroom.

Project Idea submitted by: Mrs. Lois Johnston
Fremont, Wisconsin 54940

Grade Level: Second
Subject Area: Colonial Studies
Project Title: Thanksgiving Project
Suggested Time Limit: Two to three weeks

The unit begins with a letter to the parents explaining the objectives and asking the children to bring predetermined articles of food. These items are both colonial and modern in scope. Some of them are flour, cranberries, carrots, celery, meat, canned pumpkin, etc. The teacher needs to pre-plan this part very carefully to prevent an over abundance of the same item.

The main objective of the project is to develop appreciation of the things we have today.

Art work is done to relate the setting of the colonies with the food and surroundings of that period in history. The children can do picture research in library books to help in writing stories and drawing pictures. When research is fairly complete, the children do role playing of characters found in the settlement period. As the unit progresses, booklets are developed on interests of students involved. This changes from year to year. At the same time, all the learning center activities and class assignments are done in a manner which relates to these studies.

Some parts of the activities related to the culmination of the project are the preparation of costumes to suit the role the children play during the final feast at the end of the project. They view films and filmstrips, read stories and listen to records, make soap and candles, and even build a fort out of cardboard. To correlate with math, the children search for recipes and on the day before the feast they actually measure the ingredients to be used and combine these under the direction of volunteer mothers and grandmothers.

Public relations is utilized by asking the local newspaper reporter to come to the feast and do a series of pictures for publication in the Thanksgiving issue.

The feast is set up in the classroom by placing all the tables together in a long line as the Pilgrims did and setting the table in a similar manner. The guests arrive dressed to play the roles of Pilgrims or Indians and carry out the meal and games as was done that day of the First Thanksgiving.

The following day a letter of thanks is sent home to the parents for the help they gave in collecting the needed items and assisting in the final preparation work.

Project Idea submitted by: Kenneth Gitzel
816 Thomas Street
Ripon, Wisconsin 54971

Grade Level: First
Subject Area: Animals
Project Title: The Zoo
Suggested Time Limit: Four weeks

In this project the students study the behavior of animals. They study the habits of the animals and what parts of the world they come from. They also learn interesting facts about the animals.

The students begin by bringing in some of their pets. They compare these animals to the animals found in the zoo.

Many films and filmstrips are used in studying the zoo animals. After gathering information and pictures, the class constructs a bulletin board. They also make a miniature zoo using clay to make the animals, wire and cardboard for cages, sand and stone for the ground, along with other materials to create their zoo. Some of the students might want to make stuffed aniamls to add to the zoo. An activity the students will enjoy is identifying the zoo animals by the sounds they

make. This can be done by using records or tapes. The students also compile a zoo booklet. This contains pictures of the animals. With the help of the teacher, the students were able to add captions containing information about the animals. The students also created cartoons for the animals and had them speaking.

This activity was culminated with a trip to the Milwaukee County Zoo.

Project Idea submitted by: Mary Schiller
1125 Homestead Road
Beaver Dam, Wisconsin 53916

Grade Level: First
Subject Area: Family
Project Title: Winter Unit
Suggested Time Limit: Three weeks

The objective of this project was to bring about an understanding of the common needs of the family and how these needs are influenced by environment. The idea was taken from a study of the Unit on Family Needs: food, clothing, shelter, communication with nature, protection, recreation, and the winter season.

A set of slides was prepared with the title A Winter Walk. I used the slides as an introduction to the unit. The slides showed or told the children what was going to be covered in the unit of work. I also prepared a tape to be played while they were viewing the slides. Then I made a set of transparencies for every concept that was developed for the Unit on Winter. On some of the transparencies the children were able to print words that told what the transparency was about. The children also enjoyed poems and fingerplays that correlated with the study of the unit. To develop some of the concepts in more detail I made worksheets to correspond with what I was teaching.

I made a tape for the dramatization of winter activities they already knew. Such activities included: skating, walking in the snow, sliding down the hill, or taking a sled ride.

We also did correlating activities involving science, language arts, number readiness, and art. The culminating activities included: winter murals, booklets showing articles of clothing worn in winter, booklets of toys used in winter, building a snow structure, putting their own original pictures under the opaque projector and discussing them, making puppets that they used to put on a show about winter, and the making of a map of the winter walk taken by the class showing the route and familiar drawings of places they saw on the way.

Project Idea submitted by: Karen M. Howard
815 East Commercial Street
Appleton, Wisconsin 54911

Grade Level: Third
Subject Area: Sociology
Project Title: "Living With Nature"
Suggested Time Limit: Six weeks

Summary: This project was a study of Indian culture. Teacher-pupil planning sessions were used to help determine some specific interests. The different tribes and their locations were studied. The major groups of Indians studied were: 1) Woodland Indians, 2) Northwest Coast Indians, 3) Plains Indians, and 4) The Desert Indians. The teacher attempted to guide the students to see how their environment affects them.

Oneida Indians were some of the students in this class, so their culture and way of life was studied. These Indian children were eager to tell the other children about their past and present ways of life. The other children gained an understanding of the Oneida Indians' way of life.

This project included slides and films of Indians. The project was also correlated with art and the language arts. Murals were drawn, a puppet story was presented, and short student reports were given. This project helped the children to better understand the American Indian and his history and culture.

Project Idea submitted by: Frances Gerber
858 Lincoln Street
Seymour, Wisconsin 54165

Grade Level: Primary
Subject Area: People of Other Lands (Unit Planning)
Project Title: African Vs. Eskimo
Suggested Time Limit: No longer than five weeks

Introduction: Take an imaginary airplane trip. One teacher dressed as an Eskimo and another as an African. Each tells about her life style and environment.

All materials pulled from the IMC on both subjects. Each teacher takes one topic and develops it with each of the cultures. The topics presented were food, clothing, shelter, culture and music. Each teacher pulled the material needed for the topic and placed it in their room. The children were divided into five groups with approximately the same number of K's, P-1's, P-2's, and P-3's.

As many "doing" activities were presented in each area as possible. One example was that the children actually made jewelry with wire and beads. At any rate, at the end of each week that a particular group had with one teacher there was some final product to show results.

One speaker and several films were used to enhance the learning situation. Any pulling together of ideas presented was done in the homeroom.

Project Idea submitted by: Ann Einspahr
2808 East Crestview Drive
Appleton, Wisconsin 54911

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Grade Level: Fourth
Subject Area: Wisconsin
Project Title: Early History
Suggested Time Limit: Six to nine weeks

This project was developed through discussion and interest of the pupils to understand the historical and geographic reasons for the settlement of regions by national groups.

It included the content of the early history of Wisconsin. This involved the explorers, missionaries, and trappers that opened our state as a frontier for settlement. Then the actual settlement of our state by the French, English and other Americans.

The project began with a study of the explorers, missionaries and trappers by having the youngsters form three groups. Each group represented one of the above mentioned and through maps, skits, role playing, research reports, and discussion told about the explorers, missionaries, and trappers that were part of Wisconsin's history. They also dressed as these characters, built a fort, canoe, and tepee. In this way making the study more realistic.

Early settlers came here from many parts of the world. They started with the French and English: retold by reports, skits, and "battle involvement" the influences of the two countries in the growth of our state. Some of the youngsters made costumes and gave a history of their part in Wisconsin's development as a French or English soldier, being dressed as one. The next part of the project was building a covered wagon using a table, old sheets, and wire frame. This was to signify the coming of the early families. The class divided up into families that had an influence on the early history of their state. All the youngsters then dressed up in pioneer costumes. This was highlighted by giving a brief history of each family to explain why they came and how they contributed to their community's development.

The final part of the project was presenting it in other classrooms. This was further enhanced by actually dressing and role-playing the parts at Open House for PTA. The foods of Wisconsin--cheese and more cheese were a treat to all visitors.

The project was completed with a follow-up that they themselves wanted to do. They formed three groups: one group worked on a diary of the early history; the second, on a newspaper; and the third, on a map booklet showing early exploration and early family settlements.

Project Idea submitted by: Mrs. Marilyn Draeger
5740 West Sandra Drive
Appleton, Wisconsin 54911

Grade Level: Fourth
Subject Area: Wisconsin Today
Project Title: Farming in Wisconsin
Suggested Time Limit: Six weeks

Introduction: Read the unit in farming as an introduction to fourth graders. This general background gives the children a variety of ideas to work on. An excellent time to introduce this unit is immediately after the local fair while harvesting of gardens and crops is still taking place.

Activities: Throughout the unit the children view movies promoting the products of Wisconsin. The National Dairy Council has many available. Bulletin boards are created by using 4H ribbons earned at the fair and any other awards which can be displayed. A barn is constructed in cut-a-way style using the ideal components. To do this the children study those barns in magazines and those of their parents and take the best parts and techniques for their display. At the same time groups of students collect pictures of cattle breeds, livestock, and equipment. All these materials are arranged in categories for the bulletin board.

Projects: The class begins by making butter in the classroom. They then can utilize the high school agriculture class teacher to help with testing milk brought from their farms. Another facet is pastuerizing milk and studying the origin of the process. Some of the students then take part in building a model dairy farm with the crops and fields and miniature equipment.

While studying the farms the children branch off into other types of farms such as are found in the Door County area, the Bayfield area and around Amherst. These include cherries, apples, strawberries, potatoes, beans, tomatoes, peas, mink, etc. Any of these are then available for further study or development of a scrapbook. Along with products, the map of Wisconsin is used to spotlight areas where the crops are grown and then the reasons why, including rainfall, soil, location as related to temperature and the people who settled the area originally.

Food samples are brought to school to illustrate how the animals are fed. All are researched and labeled. Part of this is the collection of different types of cheese. The samples are displayed and then a tasting party is held to expose children to flavors of each.

Local personnel are brought into the classroom to aid the teacher in the explanation of all facets of dairying. Much information is provided yearly by the County Extension Office.

Project Idea submitted by: Viona Ginnow
3125 West Fisk Avenue, Route 3
Oshkosh, Wisconsin 54901

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Grade Level: Fourth
Subject Area: Social Studies
Project Title: Wisconsin Booklets
Suggested Time Limit: One semester

Duplicate large maps of Wisconsin on 12" x 18" manila or white drawing paper.

Each student makes one map of each of the following as they are studied:

1. Topography - Include high peaks, glaciated and driftless areas.
2. Indian Tribes - Indicate where each lived.
3. Lakes and Rivers
4. Routes of Explorers
5. Ethnic Groups - Indicate where each settled.
6. Types of Hardwood and Softwood Trees
7. Fish and Wild Animals
8. Types of Farming
9. Cities
10. Manufactured Items
11. Famous People Who Lived in Wisconsin - Inventors, Authors, Architects, Etc.
12. Location of Indian Reservations
13. Location of State Parks and Forests

Students cut out maps so when booklets are assembled they will be shaped like Wisconsin.

Project Idea submitted by: Mrs. Daphne Louret
Route #1
Cascade, Wisconsin 53011

Grade Level: Fourth
Subject Area: Sociology
Project Title: Interdependence Simulation Game
Suggested Time Limit: Two class periods

The objective is to show students how they depend on others in the community.

Each child assumes the occupation of one of his parents. Then each child lists three services that were necessary for his family during the past year.

During an interim, the teacher compares the occupations with the services so that each one can be matched. Adjustments might need to be made in that a parent might have more than one skill, and another service might be substituted if there is no one who can perform the service listed.

When the class meets again the students then go to their classmates, find someone to perform each service for them, and have a service contract autographed.

Project Idea submitted by: Gloria Brickner
3315 North 8th Street
Sheboygan, Wisconsin 53081

Grade Level: Fourth
Subject Area: Homelife Far Beyond Child's Own Community
Project Title: Japanese Homelife
Suggested Time Limit: Three weeks

Groups were set up within the class to research Japanese homelife.

Group I. Bulletin Board
- a. map of Japan and surroundings to show relative size and position
- b. pictures of Japanese people and their homes
- c. news articles from papers, magazines on Japan

Group II. Family group
- a. father's job
- b. mother's job
- c. brother's and sister's job
- d. grandparent's role

Group III. Structure of Japanese home
- a. actual construction of house in doll house form
- b. blueprint made by high school class
- c. furniture was made for house

Group IV. Gathered information on Japan on a large scale and showed how it affected Japanese homelife.
- a. economy, education, religion, Buddha temples, technology, Sony, Mt. Fuji, baseball, art, poetry (haiku), Pearl Harbor, atomic bomb, American occupation influence
- b. great nation status of Japan
- c. modernization of Japan

Teacher's friend had been a foreign exchange student in Japan and came into the classroom with a wealth of material. Showed slides, gave talk, displayed articles from Japan and told of her experiences living with a Japanese family.

Textbook was used as a guide. Library and Instructional Center supplied reference books, slides, filmstrips, movies, and pictures. Books by Pearl Buck were very helpful.

Project Idea submitted by: Kristine Schuster
Route 1
Allenton, Wisconsin 53002

Grade Level: Fifth
Subject Area: Social Studies Learning Center
Project Title: Adhesive Agony or Stick Pin Panic
Suggested Time Limit: Two months

Cover a bulletin board with paper. Using overhead projector have students sketch a map of the United States. Color in green the areas where there are important mountain ranges. Color in blue the important rivers and lakes. Outline

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the states in black. On the East Coast draw a line to each of the smaller states. Put red circles in each capital of the state. Again, draw a line from that red dot if you find you don't have enough room. On small pieces of paper write the names of all the states, capitals, rivers and mountains needed. Either keep these on or near the bulletin board. As students have free time let them put the labelled pieces where they belong on the map with either adhesive tape or stick pins. Have other students check their work. Let them start with aide maps early in use and gradually remove these crutches. An adaption to this would be races to see in a given amount of time how many pieces placed correctly the student can get.

Project Idea submitted by: Toni Reetz
217 East Circle
Appleton, Wisconsin 54911

Grade Level: Fifth
Subject Area: Social Studies
Project Title: Vacation Map Project
Suggested Time Limit: First week of school

Students enlarge a map of the United States on brown paper using an opaque projector. Students made a symbol such as a car, bus, camper, etc., and pinned it on the map on the location where they vacationed. Students traced routes on maps noting main highways of various states. They brought in various state highway maps and compared state maps with the United States map. Climate of areas was discussed as well as economics. What crops did you see being grown in this area, etc.?

Students brought in snapshots and brochures from vacations and gave short talks to the class about vacation trips. (If the student had traveled beyond the United States an additional map would have to be made.)

Project Idea submitted by: Mrs. Mildred Halbach
2419 South Kernan Avenue
Appleton, Wisconsin 54911

Grade Level: Fifth
Subject Area: Social Studies
Project Title: "Sell A State" Panel
Suggested Time Limit: Two-three weeks

Objective of this panel is to spread information to attract tourists and visitors for sight-seeing. The panel consists of six to eight pupils. One pupil is chairman. He/she arranges the activities, verbal or visual, to advertise interesting cities, areas, and historic and industrial spots of any state other than Wisconsin. The remainder of the class group are the prospective summer visitors.

Chairman prepares introductory talk and conducts the panel and introduces the members and their activities. Activities are assigned by chairman members of the panel.

Suggested Activities

A. Bulletin board display of pictures for the specific state chosen by the panelist. (One member of panel explains bulletin board.)

B. Brief talks giving detail about certain sites to see; mentioning its relationship to our state and other parts of the U.S.A.

C. A large colorful poster with several new vocabulary words and place names can be made by one panelist who can weave this into a report.

D. Impersonation skit by one or two panelists. Example: "I'm Mrs. O'Connor of Green Valley, Pa. My family and I live in a ghost town near the abandoned coal mines near Harrisburg, Pa." Etc.

E. Slides, filmstrips, brochures available from an area. (Students could possibly write to Chamber of Commerce and obtain information.)

Project Idea submitted by: Mrs. Mildred Halbach
2419 South Kernan Avenue
Appleton, Wisconsin 54911

Grade Level: Fifth
Subject Area: United States
Project Title: Hawaiian Project
Suggested Time Limit: Four-five weeks

This project begins with a presentation of general information on Hawaii by the classroom teacher. The textbook, filmstrips, and related library books are used for basic background information.

Specific topic areas are then selected by the class. These topics might include:

1. People
2. Geography
3. Food, Crops, Products
4. Industries
5. History
6. Transportation
7. Volcanoes
8. Scenery and Setting

Each student will select one of these topics for investigation. Two to three weeks will be spent on this research leading to presentation at the luau. To aid the students in their research the teacher sets up study-center areas in the room each dealing with one of the above topics.

Creativity in planning things to do with a topic are encouraged. Some of the things that could be done are:

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1. Dolls dressed in native costumes.
2. Writing letters to Dole Pineapple Co. and Travel Bureaus.
3. Display of Hawaiian memorabilia.
4. Construction of murals and bulletin boards.
5. Skits depicting historical adventures such as Captain Cook.
6. Presentation of native music and dances with costumes.
7. Inviting of resource people who might have slides or pictures to narrate.
8. Demonstration of the fish industry.
9. Preparation of native foods with recipes provided.

The class will write letters using the language arts period to invite guests to their luau. These invitations will request Hawaiian clothing to be worn.

Culmination of the project will be the luau. The room will be arranged and decorated to show the islands and native setting including large rounded areas as islands, palm trees made out of carpet rolls. A King is selected for narrating the presentation. Hawaiian music is played in the background. Each group arranges themselves on an island and the presentations begin. Completion of the luau is the eating of the Hawaiian foods by students and guests. Two to two and one-half hours should be allowed for the luau.

Project Idea submitted by: Caron Schauer and Kathy Wermes
1030 North Avenue Fond du Lac, Wisconsin
Lomira, Wisconsin 53048 54935

Grade Level: Fifth
Subject Area: Time Sense
Project Title: Time Line
Suggested Time Limit: One week

The unit was introduced by the teacher to help the student develop a sense of time in relationship to his environment.

Students list the important dates in the historical development of a specific state or country they are studying. A committee can make a time line of cardboard or construction paper on the bottom half of the bulletin board. Arrows or flags may be used on which is written the caption explaining the historical event on that date.

Example:
1. When did the first settlers land in America?
2. How much time elapsed before Wisconsin (any state) was settled?
3. When did Wisconsin gain statehood?
4. How long ago has this been from the present time?

By dividing the class into research groups other time sense information can be acquired.

1. Make a list of things you are able to do that boys and girls could not do 100 years ago.
2. Collect pictures of transportation, communication and arrange in order of time sequence.

3. Research famous inventors and arrange on time line.
4. Research famous authors, poets, painters and arrange on time line.
5. Research and arrange on time line 5 people who lived before Lincoln and 5 people who lived after Lincoln.

Project Idea submitted by: Mrs. Mildred Halbach
2419 South Kernan Avenue
Appleton, Wisconsin 54911

Grade Level: Fifth
Subject Area: Newspaper
Project Title: Our Views of the News
Suggested Time Limit: One semester or more

Using the newspaper in the classroom employs several facets of the Social Studies program. Begin by looking at articles written by journalists in the daily papers. The students consider the styles of writing used by the columnists in articles located in different sections of the paper. Then the students are assigned to write an article using a mother goose character placed in a modern setting. (literary style)

Example: Dateline Milwaukee: Today Humpty Dumpty fell off the stands while watching the tie splitting homer at the Brewers' game. Police arrived promptly and were able to put the pieces back together before any lasting damage was done. The fans applauded heartily over the results of both the game and Humpty Dumpty.

Editorials are written later into the study on topics of local concern such as, "Why aren't the Goodwill containers emptied more often?" These articles are then sent to the people who would have influence over the issue. Often results of a positive nature are forthcoming.

Map and Community Study: Collect Headings from newspapers in other parts of the country through a canvas of relatives. Post these on the bulletin board and connect with a string to the United States map. This leads to research of other communities within the United States without actually assigning them.

Analyzing the News: The student might "zero in" on a personality in the news for about a month, collecting all the news items published about that person. This is used to develop personality write-ups of the individuals condensed from the literature.

Interpreting the News: One of the last projects is the collection of political cartoons to read and interpret. These are discussed after the children become informed on the issues which the artist symbolizes.

Related Activities: Language Arts: Locate subjects, prefixes, etc., to reinforce reading skills.

Project Idea submitted by: Gloria Johnson
3001 North Morrison
Appleton, Wisconsin 54911

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Grade Level: Seventh or Eighth
Subject Area: History
Project Title: One Nation Under God
Suggested Time Limit: Three weeks

The project begins by either the teacher or the children choosing sixteen pictures of scenes from American history which could be easily recognized by every parent. Some examples might hopefully be: Columbus Landing on the West Indies, Washington Crossing the Delaware, Lincoln's Assassination, and Neil Armstrong Landing on the Moon. They should be pictures that expand the entire realm of American history.

I think you can see that the project is a culmination activity of a year's work in American history. In this case, it was performed before the parents of the children. They took each of the scenes from the sixteen pictures, dressed up in costumes and posed these scenes. They held their pose for about two minutes while one child for each scene gave a short report on the certain scene that was being posed.

The presentations involved much activity by the students in many subject areas, and also involved the parents as well. For instance, the children made their own costumes with the help of the mothers. They also made the props during art class. They made their own lighting because they were studying electricity in science class. Sixteen children were doing research on their particular picture so they could give a report on it. There were songs that were sung with the different scenes. They made out invitations to the parents to come, so it involved the language department. It involved the field of dramatics, somewhat, with the practicing, staging, lighting, and the making of costumes, curtains, background and props, and programs printed out for the parents.

It was an activity which got the children involved in something that was enjoyable to do, yet they learned about history, science, music, language, dramatics, and researching information. It involved work, yet it was fun, and the children learned.

Project Idea submitted by: Bob Koepke
5664 Van Dyne Road
Oshkosh, Wisconsin 54901

Grade Level: Fifth
Subject Area: History
Project Title: "Dignity of Man"
Suggested Time Limit: One week

Summary: This project was used in a Milwaukee school where the enrollment was made up of more than 90% black students. In other areas, this project could be carried out by studying other minority groups such as Indians, Puerto Ricans, Mexicans, etc. This project deals with culture study. It is reasoned that greater knowledge of minority groups will produce a greater awareness of their contributions to society and provide increased insight into their ways of life. This should lead to a better understanding and acceptance of others.

This project on Black History was started by reading and discussing biographies of great black men. Students suggested books and articles as reading material for fellow students. Short stories were written about these men, bringing out the personal qualities that helped each attain greatness in the face of hardship.

Contemporary black speakers were then invited to the school. They attempted to discuss current issues in a meaningful way. Student interest usually is very high when relevant speakers are able to take the time to make school appearances. Available films and filmstrips of black leaders were shown and discussed.

Group and panel discussions were used to consider more black leaders, their contributions to their own people, and to society. The project was culminated by student reports on the importance of a black leader.

Songs, literature, art, and poetry were all discussed as they related to the black man. Singing songs, listening to poetry, and reading their stories is a very meaningful way of getting a better insight into any culture.

Project Idea submitted by: Mrs. Pat Malicki
N. 143 W. 6181 Pioneer Road
Apartment #3
Cedarburg, Wisconsin 53012

Grade Level: Fifth
Subject Area: Economics
Project Title: Making a Clock
Suggested Time Limit: One period about one to one-and-one-half hours in length

Major objective: The student will participate in the construction of a simple object through an assembly line approach as well as an individual approach.

The teacher explains the procedure for making a clock with a paper plate face, construction paper hands held to the face with a brad fastener and a crayon or magic marker to print the numbers on the face of the clock. The students then time themselves as they make one clock individually. The students are then grouped into groups of four students and given the material to make the clock. They are told to time how long it takes their group to complete the clock. Each group is encouraged to complete the task as efficiently as possible. Each group may have several trials to perfect its technique. After the exercise the students regroup and discuss both the individual and the group times for the construction of the clock. Groups with shorter times can explain their method of construction and the entire group can discuss how this principle can be used in the real manufacturing of products. Some students may want to compare the individual versus the group time mathematically to determine the savings in time for the assembly line technique. The effect on the worker and the workmanship of the product can also be discussed.

As a further research project for interested students a study of Henry Ford and his production line method and its effects on the manufacturing world can be done.

The contributor of this project wishes to remain anonymous.

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Grade Level: Fifth
Subject Area: Human Communications
Project Title: Giving Directions
Suggested Time Limit: One period about one to one-and-one-half hours in length

Major objective: The student will be given the opportunity to communicate a set of directions to a second party and see the results of his efforts.

The teacher groups the children into groups of three to six students. Each group of students is given two chairs and two sets of identical construction paper shapes. (e.g., one set might contain a red triangle, a yellow circle, a green square, an orange parallelogram and a brown rectangle about all six inches maximum size) The two chairs are placed back-to-back and a student sits in each chair. A third student arranges a pattern directly in front of one of the students on the floor using all the shapes in one of the sets of geometric figures. The figures must be in reach of the seated student's reach and may overlap one another. The student who has the shapes laid out in front of him then must tell the student in the chair behind him how to arrange his figures so that they match the pattern in front of the direction giving student. The student who is receiving the directions may not look at the original pattern nor may the direction giver look at the pattern of the person to whom he is giving the directions. Have groups do the exercises twice, on the first attempt let the person receiving say nothing at all. On the second attempt let the direction receiver ask as many questions as he likes. Time each trial and record the times as well as having a third student judge how well he feels the second pattern came out.

Following the activity there can be a group discussion on the difficulty of communicating directions as well as the differences they experienced between one and two way communication.

Project Idea submitted by: Jane Bittorf
832 10th Street
Beloit, Wisconsin 53511

Grade Level: Fifth and Sixth
Subject Area: Latin America
Project Title: Mexico (Fiesta)
Suggested Time Limit: Five weeks

There are five members in our team, Mr. Trettin, Mr. Foltz, Mrs. Rucker, Mrs. Syverson, and Mrs. Lichte. We have a total of one hundred and seventy students. Our main objective was for each teacher to specialize in one area that interested them most, do much research, and present this area to each of the five classes. We broke up the categories as follows: History and Government, Geography, Economics, Aztecs and Mayas, and the People and Customs.

We taught our area to our own classes first for one week. At the end of this time, we made any revisions in our presentations, and the following week we rotated to the next classroom.

We chose to have the teachers rotate, as the students would have classroom materials more readily available, and it was unique to classroom discipline.

Students reacted differently to a new teacher in their class. We found this to be very successful. Each teacher was more prepared and found various ways to make their subject interesting.

During the course of our study we had a guest speaker that came each of the five weeks. She brought pottery, jewelry, and other crafts that she has collected from her many trips to the area. She has an educational degree, and she gave an hour presentation just giving each child a feeling for the people. She knows some families in Mexico City, and she gave an accurate account of all her travels. The children were spellbound.

Mrs. Lichte had visited the border area several times near El Paso, Texas. She also brought in many items, slides, information, and experiences to share with each of the classes.

Each teacher prepared a booklet and fancy cover for each child to take notes in. At the end of each presentation, these booklets were collected and given ratings as to the quality of their notes. When the entire unit was completed, each child had a booklet on each area they had studied. This was one of the ways we had to evaluate each child, and they were also handy pieces of information to have for parent conferences.

FIESTA

At the start of this unit, we explained to each class that we planned to culminate the entire activity with a fiesta. This was to be the Christmas party on the last day of school before vacation. Each teacher chose an area in which they felt they could do the most. The areas were pinatas, Mexican yard ornaments for the Christmas tree, designing costumes and serving the food, entertainment (Mexican Hat Dance), and making tacos and refried beans. They had five weeks in which to do their research and prepare for the fiesta.

PINATA--Mrs. Syverson's class made several pinatas from which they chose five, one for each class. We had an example of a real pinata, and the students' pinatas turned out very professional looking. Each teacher brought two bags of candy for their own class, and we filled each pinata with plenty of candy.

ORNAMENTS--Mrs. Rucker's class chose to do the ornaments. Mrs. Lichte had experience in making these, and she taught that class the procedure. Each student made several, and the Christmas tree turned out beautifully.

COSTUMES AND SERVING--Mr. Foltz's class researched the dress of the people. Several girls dressed in long skirts and peasant-type blouses with flowers in their hair. They served the food at the Fiesta.

ENTERTAINMENT--Mr. Trettin's class researched the Mexican Hat Dance. They practiced often, got the appropriate record from the music teacher, found costumes, and performed at the Fiesta.

FOOD--Mrs. Lichte's class decided to make the food for the Fiesta. Mrs. Lichte knew an owner of a Taco house. She got taco shells and refried beans at a discount price. She prepared thirteen pounds of ground beef at home, but a committee of students prepared the eight heads of lettuce and the seven pounds of cheddar cheese. Another committee formed an assembly line and served approximately one hundred and ninety tacos, very efficiently.

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The local newspaper had been called in to partake of the festivities. The photographer arrived to photograph the breaking of the pinatas. That weekend our Fiesta made the paper.

All in all, it was a very hectic five weeks, but it was a lot of fun and very worthwhile. Each student had learned, first-hand, about Mexican life. It was an excellent culminating activity, but would have been much simpler with less students involved.

Project Idea submitted by: Mrs. Lynn Lichte
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Appleton, Wisconsin 54911

Grade Level: Sixth
Subject Area: Latin America
Project Title: Transportation Project
Suggested Time Limit: Two-three weeks

This project will begin with the child's home being home base. He will make a map showing the routes he travels to school, church, grocery store and other frequently visited places. He will explain how travel is accomplished and the time involved. Students can use part of a class period to count cars on the various streets and highways around the school grounds.

Next an outline map of Wisconsin is provided. Students will put in surrounding water bodies and river systems and explain how and why man travels these routes. If possible a field trip could be taken to Jones Harbor, Manitowoc Shipyards, Mississippi River or other nearby water areas.

Railroad travel will be explored next. Use a map of the U.S. to show railroad routes and main railroad centers. Discuss why railroad travel of passengers has decreased while freight carrying is still greatly used. Arrange a field trip to a local railroad depot or station for an opportunity to see the cars being loaded.

Time passes quickly and man wants to move this way. What means of travel is the quickest? Why? How does air travel compare in cost to other means of travel? Why? Use a map of the U.S. to show major cities of the U.S. and how these cities are connected by air routes. If convenient, a trip to the local airport would be provided.

Trace history of transportation to help explain the changes that have come about.

1. What were early forms of travel?
2. Why did these changes occur?
   A. Border disputes
   B. Warfare
   C. Production influences of a country

Compare and contrast above modes of transportation with Latin America. Use outline map of this region and show the means of travel each area would use.

1. Boats around West Indies.
2. Air travel from tip to tip of South America.
3. Animal travel through the Andes.
4. Pan American Highway and auto travel from Mexico to South America.
5. Railroads between major cities.

Students will select to make a scrap book, do a mural, or present a skit showing different forms of transportation in use.

Project Idea submitted by: Maybelle Adashum
Rural Route 2
Campbellsport, Wisconsin 53010

Grade Level: Sixth
Subject Area: Regional Study of Eastern Europe, The Iron Curtain Countries
Project Title: Interrogations
Suggested Time Limit: Four weeks including background, individual research and presentations

Project Description:

I. A list of thirty-five prominent, key figures are selected from both current and past political leaders, the arts, sciences and national groups (Ukranian, Lithuanian, etc.) are presented to the class.

II. Students are to select one of the key figures; assignments are made to those who are reluctant to select one. Students are paired up, each having a separate topic, to act as interrogators for each other during the presentation. Research is done using a minimum of three to five resources from the school or public library. The main resources used are generally biographies, supplementary books, encyclopedias and frequently magazines.

III. At the start of the presentation, the student displays a placard identifying the character or group they are assuming. The interrogator questions the key figure under a bright red light with questions prepared by the class or teacher. Examples of the questions are as follows:

(a) Where and when were you born?
(b) What was happening in the United States at the time you were active?
(c) What major contribution did you make to your nation or mankind?
(d) How well were you received by the people?
(e) In the case of national groups--what particular skills is your group noted for?

Students are encouraged to dress the part of their character; role-playing or dramatize their responses to the questions asked by the interrogator. Students having artist or composers are encouraged to display and explain the art form, or play recorded examples of the composer's music. Occasionally, due to a lack of information, students responses may include: I don't know, or I refuse to answer on grounds it may incriminate me or place me in great danger.

Occasionally, members of the class will informally ask additional questions when the presentation is over. Those being questioned are encouraged to respond whenever possible.

Project Idea submitted by: Gary Hubley
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Neenah, Wisconsin 54956

Grade Level: Sixth
Subject Area: Countries
Project Title: International Fair
Suggested Time Limit: Two weeks

This project exposes the students to other countries. The students get a flavor of how people in other countries live. They also have an opportunity to actively participate in many learning experiences.

The students pick a country to do research on. They may work in small or large groups depending upon the number of people working on the same country. Give the students a chance to change countries if they become dissatisfied with the one they are working on.

The students can carry out many activities related to the country. The students can make a variety of maps and graphs. They can bring in artifacts. They can make up skits wearing the traditional dress of the country. Some students will prepare food and serve it to the class. They can bring out the culture of the country by demonstrations of sports and games played. They can bring in music of the country and possibly participate in some of the dances of the country. The students can add other activities of their own to the suggestions above.

Each group will have a leader who is in charge. The group leaders, in cooperation with the teacher, will decide what rules and regulations the groups will abide by. They might make passports to be used when going from one area to another. These students can be considered their countries' delegates and form the chain of communication with the other countries. This may lead to a study of the country's government and its relationships with its neighbors.

At the conclusion of the project the teachers and students involved share their projects.

Project Idea submitted by: Paul Schmidt
109 Lakecrest Drive, Apt. 2A
Beaver Dam, Wisconsin 53916

Grade Level: Fifth-Eighth
Subject Area: Career Education
Project Title: Careers
Suggested Time Limit: Four-six weeks

The study of career education can be used at many grade levels. The length of time spent on the project will depend upon the teacher involved. The creator of this project carried it out all day long for six weeks.

The project involves studying different occupations. This is done by bringing people of different occupations into the classroom or by going to the people by means of field trips. Arrangements must be made in advance for paying the expense of the bus and driver.

The project exposes the students to many different occupations, and makes them aware of different forms of labor. The study of career education will help the student to start thinking about the kinds of jobs he or she might be interested in in the future. The students also learn correct behavior for riding on a bus. They learn how to listen to both speakers and classmates. By improving listening skills, they will not repeat questions already asked by classmates.

The project involves much preparation. Besides scheduling speakers and field trips you must be able to correlate the study of careers with the different subjects taught in school. For example one speaker may be a professional bowler. Reading class will involve discussing the sport, reading about bowling, and defining the terms used in bowling. During math class the students will learn how to score and will work out problems involving bowling scores. A game called "Math Bowling" will be very helpful in teaching the math. Ways should be found to correlate the other subject areas such as science, social studies, language, and spelling to the occupation. A culmination to this career study could be a trip to the bowling alley for a game.

Before a speaker is brought in the classroom the students should have discussed the occupation so they have some knowledge of his job. They will also be better prepared to ask questions of the occupation.

Project Idea submitted by: Dave Reinke
1603 North Birchwood
Appleton, Wisconsin 54911

Grade Level: Sixth
Subject Area: Economics
Project Title: "Mini Business"
Suggested Time Limit: One week

Summary: This project was designed to be used as a culminating activity for an economics unit in Social Studies. Therefore, in order to use this project you would have to first introduce and explain some basic economic principles and vocabulary related to running a business. Certainly an understanding of such basic terms as: wholesale price, retail price, cost, overhead, and profit would be necessary before the children could even begin to intelligently undertake such a project.

The teacher and students mutually decided to set up and run their own business. They then had a planning session to decide just what their product would be, where they would obtain the necessary raw materials, and where and how they would go about the process of producing their product. In this case, they got permission to use the school's kitchen and then decided to make carameled apples. There were many other suggestions that also would have worked out well.

With the teacher's guidance, the class was divided up into various committees to take care of 1) Purchasing, 2) Financing, 3) Publicizing, 4) Producing,

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5) Maintaining, 6) Selling, and 7) Top officials of the business to administer and over-see the entire operation. Once these committees had been selected, the class discussed the ideas of cost and retail price in order to set their goals as to an expected profit.

At the beginning and end of every class, about ten minutes were used for planning. The class would mention any specific problems they were having and volunteer any suggestions they had for improving the efficiency of the business. The one week limit on this project is flexible and the teacher must very actively observe and sometimes question the members of the various operating committees. This project seems to really have possibilities and offers the children a chance to really get involved in an important real-life learning situation. At the end of the project the children had to look at their profit or loss and analyze the reasons for such a result. This appears to be a most interesting way for the children to study economics.

Project Idea submitted by: Keith Cauwenbergh
1434 Katers Drive
Green Bay, Wisconsin 54304

Grade Level: Eighth
Subject Area: Social Studies
Project Title: "Consumer Economics"
Suggested Time Limit: Whole second semester

I. Students are first introduced to the terminology of consumer economics that will be heavily used during the semester. The dominant list of terms would include: free enterprise system, marketing, production, consumption, supply-demand, exchange, and distribution.

II. Students are then divided into groups and asked to select a small appliance for purchase. Before purchase the group decides upon a criteria which might include: guarantee, service record, service responsibility, brand name and price. The students then go out to the establishments and collect data to match their criteria. A written report is compiled from the data, and a spokesman from each group reports their findings to the whole group. The groups then select a major appliance for purchase and follow the same procedure.

III. Students select five area grocery stores and keep track of a basket of groceries over a period of time. Advertising is studied to determine "lead-in" items; stores are visited periodically to compare stability in prices. Departments within each of the stores--meat, produce, dairy, bakery, etc.--are studied for price stability. Data is recorded and discussed within the groups. A written report is formed from the data and a spokesman from each group reports their findings--making recommendations on what store is most stable in their pricings.

IV. Discount and non-discount type stores are studied. Items available at both kinds of stores are compared to determine whether discount stores really give many discounts.

V. Drugs and toilet items are compared in price between a drug store versus a grocery store.

VI. A tour is taken of the Fox Valley industries, marketing places, and institutions. Examples of places visited by either large groups and small are: Bergstrom Paper, Great Northern Container, Theda Clark Hospital, Winnebago County Airport, and the Wisconsin-Michigan Power Company. Groups report on their particular place visited following a class determined criteria for reporting.

Project Idea submitted by: Robert Nelson and George Scherck
Horace Mann Junior High
1021 Oak Street
Neenah, Wisconsin 54956

Grade Level: Sixth
Subject Area: City Government
Project Title: City Government Unit
Suggested Time Limit: Five weeks

Introduce the unit by having a lawyer speak to the class on the operation of city government. Develop a list of terms and a topic list on city government. Have each student take an area of interest. Have set objectives, which the student can supplement, for each area of study. Have students prepare interviews for government officials that can contribute to their topic of study. Try to get tapes of these interviews so they can be shared with the whole class when reporting. Visit the court room, city hall and line up all the speakers possible that can contribute to this area. In the right situation students could sponsor a student government day where students work one day with a city official to learn the job that he performs.

Project Idea submitted by: Dale Schultz
211 South Rankin
Appleton, Wisconsin 54911

Grade Level: Sixth
Subject Area: Political Science
Project Title: War & Peace - A Simulation Game
Suggested Time Limit: From one day to two weeks or longer

The game begins with a map of fictitious countries on a fictitious continent. The children are divided equally as citizens or members of the certain countries. Each nation or country then elects a leader and the others are ambassadors. Each country has a listing of the relative war powers of each of the nations in certain numbers. For instance, how powerful is their navy, and their army, and their non-military forces. Then the total relative war power is added up and given for each country also.

The children are then given the rules for the game. First, two countries are picked who are assumed to be in a state of war with one another. It is

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assumed that in any war the more powerful nation, or alliance of nations, always wins and dictates the terms of the peace settlement. The nations then get together and eventually try to decide which side they want to ally with, if any.

There are four phases to then go through. First is planning the foreign policy. That is each nation decides by secret conference what to do in the crisis, choose one of the two sides or stay neutral. They only join in the spoils if they choose the winning side. No outside communication is permitted in this phase. Second is negotiations. Rulers are not allowed to leave their countries, but nations may send ambassadors to national rulers to negotiate if they so desire. Some rulers can even designate spies if they wish. Third is international declarations. Diplomats return to their own countries. Rulers stand and declare for war or peace. If they declare for war, they must also declare with which side they are allied. When all alliances have been totaled, the side with the most points wins. The final phase is the peace conference. The victorious nations convene to decide how the spoils shall be divided and what shall be done with the losers.

To start again, another nation simply declares war on another nation, and a new crisis is started and the whole cycle begins all over again.

The activity shows how things are decided upon within a nation, how other nations can get together and discuss matters, how treaties are made and broken between countries, and how countries can fool and double-cross one another with spies and other methods to try and gain the most for their country.

Project Idea submitted by: Ken Wydeven
St. Mary's Catholic School
Appleton, Wisconsin 54911